DOINGWHATWORKS

EARLY CHILDHOOD LANGUAGE AND LITERACY
PLANNING TEMPLATE FOR WORKING WITH SCHOOLS AND EARLY CHILDHOOD PROGRAMS

Planning templates are designed to help technical assistance providers work with educators. This template can help school principals and leadership teams translate early childhood literacy recommendations into actions to promote the identification of school/program needs and practices that meet the needs of all students and staff.

AREAS OF SCHOOL RESPONSIBILITY	CURRENT STATUS			NEXT STEPS
	Already in Place	Not Feasible/ Inappropriate	Potential Areas to Develop	
A. School Leadership				
1. School principal and/or program director communicate importance of alignment between preschool language and literacy and K-12 achievement.				
2. School principal and/or program director identify professional development and other resources needed to support high quality classroom instruction.				
B. Setting Standards and Expectations for Achievement				
1. School principal and/or program director ensure that staff are aware of and use state and district early language and literacy standards. • Phonological awareness is addressed in the preschool language and literacy curriculum with an emphasis on the skills of blending/segmenting phonemes in words and recognizing sound-symbol relationships. • Vocabulary development and listening comprehension are addressed in the preschool language and literacy curriculum.				

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	Already in Place	**Not Feasible/ Inappropriate**	**Potential Areas to Develop**	
C. Providing Research-Based and Effective Instruction in Support of State and District Standards				
1. Preschool staff implement language and literacy curriculum consistently in all classrooms.				
2. All preschool staff receive training/orientation to language and literacy curriculum.				
3. All preschool teachers provide instruction in phonological awareness along a developmental continuum.				
4. Preschool teachers select storybooks for dialogic reading within a framework of objectives for vocabulary and comprehension skills.				
5. Preschool teachers administer progress monitoring assessments to track children's progress in phonological awareness, vocabulary, and comprehension/cognition.				
6. Preschool teachers use progress monitoring data to plan and differentiate instruction.				
D. Supporting Instruction in the Classroom				
1. Preschool staff incorporate phonological awareness instruction and activities throughout the day each day using a variety of instructional formats.				

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2. Preschool staff incorporate interactive and dialogic reading in the daily schedule each day.				
3. Teachers have access to coaches or mentors for support in implementing phonological awareness instruction and interactive/dialogic reading.				
E. Recruiting, Retaining, Supporting High-Quality Staff				
1. Principal and/or program director provide opportunities for teachers to receive feedback about their implementation of phonological awareness and interactive/dialogic reading instructional techniques.				
2. Principal and/or program director provide ongoing access for staff to emerging research about early childhood language and literacy.				
3. Principal and/or program director ensures that all preschool staff, including teaching assistants and aides, are included in all professional development opportunities for teaching early childhood language and literacy.				
F. Supervision and Monitoring of Instruction				
1. Staff members' skills in teaching phonological awareness and dialogic reading are addressed in teacher feedback and evaluation.				
2. Individual staff development plans address teacher weaknesses in phonological awareness and dialogic reading instruction.				

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3. Principal and/or program director have access to early childhood expert to observe and evaluate staff.				
G. Use Data for Planning and Accountability				
1. Principal and/or program director review progress of preschoolers in language and literacy at least annually, using assessment and progress monitoring data.				
2. Principal and/or program director review progress monitoring data to identify needs for staff trainings in the language and literacy curriculum.				
H. Engaging Families and Community				
1. School and/or preschool program have ongoing communication with parents of preschoolers around student progress in language and literacy.				
2. School and/or program provide information to parents about phonological awareness and dialogic reading and ways they can support children's learning in those two curricular areas.				
I. Ensuring Safe and Supportive Learning Environments for All Students				
1. Teachers create climate in classrooms where all children are included in learning activities in ways appropriate for their developmental levels, i.e. using the phonological awareness continuum to guide appropriate learning activities for individual children.				